Technical and Professional
Education

Curriculum Content Frameworks for Army JROTC

Curriculum Content Frameworks for
Army JROTC
Developed by the
Department of Workforce Education

State of Arkansas
Department of Workforce Education

NOTICE TO THE READER

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Preface

The Technical & Professional Education program continues to prepare students for employment and continuing education. To accomplish this preparation, teachers and employers have collaborated to modify individual programs to ensure that instruction is current and comprehensive. This document reflects essential competencies for program completers as well as the Army JROTC as required by the Carl D. Perkins Act. The Curriculum Content Frameworks for all Technical & Professional Education programs can be accessed through the Department of Workforce Education Web site.

Forward

The curriculum content framework Army JROTC supports the course that prepares students for the following career roles, which in turn correspond to the CIP (Classification of Instructional Programs) codes listed below. The courses may be sequenced with a variety of career and technical courses to form a specialization to prepare students for careers and support additional education and training in the protective services industry.

- Career Family: Government & Public Administration
- Career Area: National Security
- Career Role CIP Code: 28.0301

Acknowledgments

The Arkansas Army JROTC curriculum content framework was produced by a panel of curriculum development experts and Arkansas JROTC instructors. The format and content of the framework reflects the specific training needs within the state of Arkansas. The framework content and format is modeled after a document originally developed by a writing team under the auspices of the Virginia Department of Education. Grateful appreciation is expressed to the Virginia Department of Education for granting the Arkansas State's Department of Workforce Education access to their instructional frameworks. Thanks to Mr. Barry Vanden Berg of the US Army 10th ROTC Brigade and the US Army ROTC Cadet Command for guidance and support. In alphabetic order the Arkansas JROTC curriculum panel members were:

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Table of Contents

Introduction

About the Program

This framework has been developed for use in designing and implementing a competency-based program in Army JROTC. Contents of the document are presented in three major sections.

About the Document

- Section 1 contains a master duty/task list for the Army JROTC program.
- Section 2 contains an analysis of each task, consisting of the task, task definition, and process/skill questions to evaluate acceptable performance. All tasks have been designated essential. Essential tasks are those that must be achieved by every student pursuing the completion of Army JROTC program.
- Section 3 lists the Arkansas Standards of Learning for language arts, mathematics, and science that are reinforced by instruction in the Army JROTC program.

Program Description

495790 – Army JROTC
495800 – Army JROTC
495810 – Army JROTC
495890 – Army JROTC
Army JROTC prepares students for American Citizenship. The course sequence includes instruction for occupations in the American Workforce. Students may combine the course with a variety of other approved offerings in the areas of leadership or information technology.

Master Duty/Tasks Listing
Army JROTC

National and state experts in the occupational field of Army JROTC have validated the duties and tasks in this section. Each is analyzed by identifying the following:

- a *duty*/*task statement*, which describes what the student is to do

DUTY A: **Introduction to JROTC, A Character and Leadership Development Program**
Task:
A001: Army JROTC – the Making of a Better Citizen
A002: The Past and Purpose of Army JROTC
A003: Moving Up in Army JROTC – Rank and Structure
A004: The Signs of Success
A005: Your Personal Appearance and Uniform – Part 1
A006: Your Personal Appearance and Uniform – Part 2
A007: The Stars and Stripes
A008: American Military Traditions, Customs, and Courtesies
DUTY B: **Leadership Theory and Application**
Task:
B001: Leadership Defined
B002: Principles and Leadership
B003: Roles of Leaders and Followers in Drill

B004: Stationary Movements
B005: Steps and Marching
B006: Squad Drill
DUTY C: **Foundations for Success**
Task:
C001: Appreciating Diversity through Winning Colors
C002: Test Taking Techniques
C003: The Communication Process
C004: Becoming a Better Writer
C005: Becoming a Better Listener
C006: Creating Better Speeches
C007: Finding Solutions – Conflict
DUTY D: **Wellness, Fitness, and First Aid**
Task:
D001: You Are What You Eat
D002: Nutrition – Nourishing Your Body
D003: The Need for First Aid/Your Response
D004: The First Life-Saving Steps
D005: Controlling Bleeding

D006: Treating for Shock and Immobilizing Fractures
D007: First Aid for Burns
D008: First Aid for Poisons, Wounds, and Bruises
D009: Heat Injuries
D010: Cold Weather Injuries
D011: Bites, Stings, and Poisonous Hazards
D012: Making Critical Decisions about Substances Use interactive Nights Out
DUTY E: **Geography and Earth Science**
Task:
E001: Introduction to Maps
DUTY F: **Citizenship and American History**
Task:
F001: Introduction to the Citizenship Skills
F002: Fairness, Respect, and Strength
F003: Self-Improvement and Balance
F004: Becoming an American Citizen – naturalization and Immigration Rights, Responsibilities, and Privileges of American Citizens Correct.
F005: Making Decisions – Majority and Consensus
F006: Your Constitution – Its Purpose, Reality, and Use
DUTY A: **Introduction to JROTC, A Character and Leadership Development Program**
Task:

A009: The Department of Defense
A010: the Army Part 1 – The Active Army
A011: The Army Part 2 – The Reserve Components
DUTY B: **Leadership Theory and Application**
Task:
B007: Celebrating Differences – Culture and individual Diversity
B008: Motivation
B009: Performance Indicators
B010: Decision Making and Problem Solving
B011: Planning
B012: Basic command and Staff Principles
B013: Platoon Drill
B014: Company Formations and Movement
B015: Forming, Inspecting, and Dismissing the Battalion
DUTY C: **Foundations for Success**
Task:
C008: Orientation to Service Learning
C009: Plan and Train for Your Exploratory Project
C010: Project Reflection and Integration

C011: Civilian Career Opportunities
C012: Military Career Opportunities College Preparation (Replace with Terry's CD)
C013: NEFE Unit 1 – Financial Planning: Your Roadmap
C014: NEFE Unit 2 – Career: Labor You Love
C015: NEFE Unit 3 – Budget: Don't Go Broke
C016: NEFE Unit 4 – Savings and Investments: Your Money at Work
C017: NEFE Unit 5 – Credit: Buy Now, Pay Later
C018: NEFE Unit 6 – Insurance: Your Protection
DUTY B: **Leadership Theory and Application**
Task:
B016: Power Bases and Influence
B017: Styles of Leadership
B018: Management Skills
B019: Communication
B020: Motivation
DUTY C: **Foundation for Success**
Task:
C019: Preparing to Teach
C020: Using and Developing Lesson Plans

C021: Delivering Instruction
C022: Use Variety in Your Lesson Plan
C023: Using Feedback in the Classroom

Task Definitions

National and state experts in the occupational field of Army JROTC have validated tasks in this section. Each task is analyzed by identifying the following:

- a *task definition* (criteria for acceptable performance), which explains what the student has to do to perform the task at the expected level of mastery
- *process/skill questions*, which assess student knowledge and performance.

Tasks are arranged by instructional duty area only. The placement of tasks into specific courses and the sequencing of tasks for instruction are local decisions based on student needs, employer demand, and school schedules.

DUTY A: **Introduction to JROTC, A Character and Leadership Development Program**
Task:
A001: Army JROTC – The Making of a Better Citizen *Definition:* Process should include the following: 1.1 – Explain the mission of Army JROTC 1.2 – Identify the challenges in the Army JROTC program 1.3 – Identify the opportunities of the Army JROTC program Process/Skill Questions
A002: The Past and Purpose of Army JROTC *Definition:* Process should include the following: 2.1 – Describe the U.S. congressional act that created JROTC 2.2 – Identify the JROTC program outcomes 2.3 – Explain significant historical events that combined military training and education Process/Skill Questions
A003: Moving Up in Army JROTC – Rank and Structure *Definition:* Process should include the following: 3.1 – Identify Army JROTC enlisted and officer insignia. 3.2 – Correlate cadet ranks to positions on the JROTC cadet battalion organization diagram. 3.3 – Correlated duties and responsibilities with positions in an Army JROTC cadet battalion. 3.4 – Evaluate how the organization supports the operation of the Army. Process/Skill Questions
A004: The Signs of Success *Definition:* Process should include the following: 4.1 – Compare the three types of unit decorations. 4.2 – Identify the components of individual award categories. 4.3 – Identify the four institutional award categories.

4.4 – Define award criteria.

Process/Skill Questions

A005: Your Personal Appearance and Uniform – Part 1

Definition: Process should include the following:
5.1 – Describe the uniform – wearing guidelines.

Process/Skill Questions

A006: Your Personal Appearance and Uniform – Part 2

Definition: Process should include the following:
6.1 – Demonstrate placement of uniform awards, insignias and decorations
6.2 – Conduct a uniform pre-inspection
6.3 – Prepare for uniform inspection

Process/Skill Questions

A007: The Stars and Stripes

Definition: Process should include the following:
7.1 – Explain the history of the United States flag.
7.2 – Distinguish between the various part and colors on the flag
7.3 – Relate the size and use of each basic type of United States flag.
7.4 – Describe the courtesies taken to show respect for the United States flag.
7.5 – Compare the rules of displaying flag in different situations.
7.6 – Demonstrate the correct way to fold the United States flag.

Process/Skill Questions

A008: American Military Traditions, Customs, and Courtesies

Definition: Process should include the following:
8.1 – Distinguish among the types of personal salutes.
8.2 – Relate Army ranks to their proper titles
8.3 – Determine situations requiring a salute.
8.4 – Identify forms of respect to senior officers.

Process/Skill Questions

DUTY B:
Leadership Theory and Application

Task:

B001: Leadership Defined

Definition: Process should include the following:
1.1 – Describe leader behaviors that create the desire to follow.
1.2 – Explore leader behaviors related to purpose, direction, and motivation.
1.3 – Identify ways to develop leadership behaviors

Process/Skill Questions

B002: Principles and Leadership

Definition: Process should include the following:
2.1 – Describe 11 principles of leadership.
2.2 – Describe the BE, KNOW, and DO attributes of a leader.
2.3 – Identify how a cadet can demonstrate leadership character and competence.

Process/Skill Questions

B003: Roles of Leaders and Followers in Drill

Definition: Process should include the following:
3.1 – Describe the responsibilities of a follower and leader in drill.
3.2 – Identify the types of drill commands.
3.3 – Describe the elements of a proper command voice.

Process/Skill Questions

B004: Stationary Movements

Definition: Process should include the following:
4.1 – Describe the position of attention.
4.2 – Describe how to respond to positions of rest commands.
4.3 – Describe how to respond to facing commands.
4.4 – Describe the correct way to salute in a variety of situations.

Process/Skill Questions

B005: Steps and Marching

Definition: Process should include the following:
5.1 – Describe how to execute marching movements from various commands
5.2 – Describe how to response to halt commands.

Process/Skill Questions

B006: Squad Drill

Definition: Process should include the following:
6.1 – Describe how to respond to commands when forming and marching the squad.
6.2 – Identify the different types of squad formations and their related drill commands.
6.3 – Identify the locations of key squad personnel in squad formation.

Process/Skill Questions

DUTY C:
Foundations for Success

Task:

C001: Appreciating Diversity through Winning Colors

Definition: Process should include the following:
1.1 – Identify key characteristics for each Winning Colors behavior cluster: Builders, Planners, Adventurers, and Relaters
1.2 – Determine factors that impact the behavior of others.
1.3 – Determine factors that impact how others perceive your behavior.
1.4 – Select behaviors that promote success in a variety of situations.

Process/Skill Questions

C002: Test Taking Techniques

Definition: Process should include the following:
2.1 – Relate personal learning preferences to study habits.
2.2 – Identify effective study skill strategies.
2.3 – Identify test preparation strategies.
2.4 – Distinguish among various note-taking tips and strategies.

Process/Skill Questions

C003: The Communication Process

Definition: Process should include the following:
3.1 – Describe the communication model of interpersonal interactions.
3.2 – Differentiate between verbal and nonverbal means of communication and use each appropriately
3.3 – Determine how to avoid mixed messages
3.4 – Evaluate your communication style.

Process/Skill Questions

C004: Becoming A Better Writer

Definition: Process should include the following:
4.1 – Identify ways to create interesting speech introductions.
4.2 – Compare different types of speeches and different occasions for which speeches are used.
4.3 – Describe how to organize effective speeches.

Process/Skill Questions

C005: Becoming a Better Listener

Definition: Process should include the following:
5.1 – Identify four tips to improve effective listening skills
5.2 – Explain how barriers prevent effective listening.
5.3 – Compile a list of trigger words.

Process/Skill Questions

C006: Creating Better Speeches

Definition: Process should include the following:
6.1 – Identify situations where writing is an appropriate form of communication.
6.2 – Describe various writing techniques.
6.3 – Explain how to use writing to express your needs.
6.4 – Describe how to effectively organize writing assignments.

Process/Skill Questions

C007: Finding Solutions - Conflict

Definition: Process should include the following:
7.1 – Apply awareness of differences in behavior preferences (Winning Colors) to conflict situations and resolution.
7.2 – Evaluate the steps to managing conflict.
7.3 – Assess personal conflict management skills.
7.4 – Identify different hot buttons and the behavior style they indicate
7.5 – Evaluate the prose and cons of alternatives to determine potential solutions to conflict.

Process/Skill Questions

DUTY D:
Wellness, Fitness, and First Aid

Task:

D001: You Are What You Eat

Definition: Process should include the following:
1.1 – Explain how calories consumed versus calories used affects body weight.
1.2 – Identify the 6 food groups and servings on the food guide pyramid.
1.3 – Identify sources and benefits of fiber in your diet.
1.4 – Describe the importance of water to the body.
1.5 – Describe the possible effects of a diet high in fat and cholesterol.
1.6 – Explain why salt, sugar, and caffeine should be used in moderation.

Process/Skill Questions

D002: Nutrition – Nourishing Your Body

Definition: Process should include the following:
2.1 – Identify the 6 nutrients your body requires and what each nutrient provides for a high quality/healthy lifestyle.
2.2 – Explain the difference between simple and complex carbohydrates and state an example of each.
2.3 – Identify the vital roles that fats and cholesterol play in body functioning.
2.4 – Compare saturated and unsaturated fats.
2.5 – List ways to reduce cholesterol levels.
2.6 – Describe how vitamins differ from carbohydrates, fats and proteins.
2.7 – Identify sources and functions of vitamins and minerals.
2.8 – Describe the three parts that should make up every exercise program.
2.9 – Identify functions of water in the body and the amount of water that should be consumed daily.

Process/Skill Questions

D003: The Need for First Aid/Your Response

Definition: Process should include the following:
3.1 – identify the need for knowing how to perform first aid.
3.2 – Define first aid.
3.3 – Explain the significance of the Good Samaritan Law.
3.4 – Identify the steps for first aid intervention.
3.5 – List the questions that 911 will ask.
3.6 – Identify the steps for checking ABCDs.

Process/Skill Questions

D004: The First Life-Saving Steps

Definition: Process should include the following:
4.1 – Identify the steps for performing CPR.
4.2 – Describe how to perform rescue breathing.
4.3 – Explain how CPR can keep a victim's heart and brain alive.
4.4 – Identify the steps for performing the Heimlich Maneuver.

Process/Skill Questions

D005: Controlling Bleeding

Definition: Process should include the following:
5.1 – Identify the three types of bleeding.
5.2 – Identify the best way to control bleeding in most cases.
5.3 – Demonstrate how to control bleeding to extremities using direct pressure, pressure points, and a tourniquet.
5.4 – Describe how to clean wounds in order to prevent infections.

Process/Skill Questions

D006: Treating for Shock and Immobilizing Fractures

Definition: Process should include the following:
6.1 – Explain causes and effects of shock.
6.2 – Identify signs of shock.
6.3 – Demonstrate how to treat for shock.
6.4 – Identify fractures as closed or open.
6.5 – Demonstrate procedures for immobilizing fractures using splints and slings.
6.6 – Distinguish between sprains and strains.

Process/Skill Questions

D007: First Aid for Burns.

Definition: Process should include the following:
7.1 – Identify the degrees of burns and their characteristics.
7.2 – Demonstrate how to treat first-, second-, and third-degree heat burns.
7.3 – Explain how to prevent heat burns.
7.4 – Demonstrate how to treat electrical burns.
7.5 – Explain how to prevent electrical burns.
7.6 – Demonstrate how to treat chemical burns to the skin and eyes.
7.7 – Explain how to prevent chemical burns.

Process/Skill Questions

D008: First Aid for Poisons, Wounds, and Bruises

Definition: Process should include the following:
8.1 – Recognize causes and symptoms of poisoning.
8.2 – Demonstrate how to treat for poisons.
8.3 – Identify the four kinds of wounds.
8.4 – Demonstrate how to treat minor wounds and bruises

Process/Skill Questions

D009: Heat Injuries

Definition: Process should include the following:
9.1 – Explain cause and effect of heat injuries.
9.2 – Describe factors to consider in hot weather situations.
9.3 – Identify the three types of heat injuries and their symptoms.
9.4 – Demonstrate how to treat heat cramps.
9.5 – Demonstrate how to treat heat exhaustion.
9.6 – Demonstrate how to teat heatstroke.
9.7 – Explain how to prevent heat injuries.

Process/Skill Questions

D010: Cold Weather Injuries

Definition: Process should include the following:
10.1 – Describe factors to consider in cold weather situations.
10.2 – Explain causes and effects of cold weather injuries.
10.3 – Identify types of cold weather injuries and their symptoms.
10.4 – Demonstrate how to treat frostbite, immersion foot/trench foot, hypothermia and show blindness.
10.5 – Explain how to prevent cold weather injuries.

Process/Skill Questions

D011: Bites, Stings, and Poisonous Hazards

Definition: Process should include the following:
11.1 – Identify types of venoms.
11.2 – Identify types of snakes and the symptoms of their bites.
11.3 – Explain how to prevent snakebites.
11.4 – List possible results of human and animal bites.
11.5 – Identify symptoms of insect bites and stings.
11.6 – Explain how to prevent insect bites and stings.
11.7 – Identify types of poisonous plants and possible reactions to contact with them.
11.8 – Explain how to treat for contact with poisonous plants.
11.9 – Explain how to prevent exposure to poisonous plants.

Process/Skill Questions

D012: Making Critical Decisions about Substances Use interactive Nights Out

Definition: Process should include the following:
12.1 – Weigh the external and internal factors that influence decisions about substance abuse.
12.2 – Apply the F-I-N-D-S Decision Process.
- Figure out the problem.
- Identify the options.
- Name pros and cons of each choice.
- Decide which is the best choice, then act on it.

12.3 – Employ pre-deciding techniques as a substance abuse prevention strategy.

Process/Skill Questions

DUTY E:
Geography and Earth Science

Task:

E001: Introduction to Maps

Definition: Process should include the following:
1.1 – Define map
1.2 – Identify symbols, colors, and features on standard road maps.
1.3 – Identify locations on a city and state map.

1.4 – Communicate directions to specified sites using a city and state map.

Process/Skill Questions

DUTY F:
Citizenship and American History

Task:

F001: Introduction to the Citizenship Skills

Definition: Process should include the following:
1.1 – Define the seven You the People Citizenship Skills
1.2 – Compare the seven You the People Citizenship Skills to the Preamble of the Constitution.
1.3 – Hypothesize what our country would be like without the seven You the People Citizenship Skills.

Process/Skill Questions

F002: Fairness, Respect, and Strength

Definition: Process should include the following:
2.1 – Describe the Citizenship Skills: Fairness, Respect, and Strength.
2.2 – Explain the difference between Individual Desire and the Common Good.
2.3 – Analyze the use of Strength and Respect in a give situation.
2.4 – Evaluate your ability to use Fairness Respect, and Strength when working with a team.

Process/Skill Questions

F003: Self-Improvement and Balance

Definition: Process should include the following:
3.1 – Describe the Citizenship Skills: Self-Improvement and Balance.
3.2 – Infer possible Self-Improvement and Balance solutions for given situations
3.3 – Design a plan for Self-Improvement.

Process/Skill Questions

F004: Becoming an American Citizen – Naturalization and immigration Right, Responsibilities, and Privileges of American Citizens Correct.

Definition: Process should include the following:
4.1 – Explain the differences between rights, responsibilities, and privileges.
4.2 – Provide examples of the basic rights guaranteed in the First Amendment to the Constitution.
4.3 – Identify rights violations in various scenarios.
4.4 – Develop role-plays, which demonstrate an understanding of basic rights in a courtroom situation.

Process/Skill Questions

F005: Making Decisions – Majority and Consensus

Definition: Process should include the following:
5.1 – Define Simple Majority and Consensus.
5.2 – Design a process for decision-making.
5.3 – Apply Simple Majority and Consensus.

Process/Skill Questions

F006: Your Constitution – Its Purpose, Reality, and Use

Definition: Process should include the following:
6.1 – Explain the value of "rules of conduct" for every day activities.
6.2 – Generate a list of rules that apply to members of the House of Representatives and the Senate in Article I of the Constitution.
6.3 – Generate a list of powers given to members of the House of Representatives and the Senate in Article I of the Constitution.
6.4 – Describe how "rules of conduct" are designed to limit excesses of power.
6.5 – Apply the concepts of rules and power to a practical situation.

Process/Skill Questions

DUTY A:
Introduction to JROTC, A Character and Leadership Development Program

Task:

A009: The Department of Defense

Definition: Process should include the following:
9.1 – Examine the mission of the Department of Defense (DoD)
9.2 – Identify the four major responsibilities inherent to DoD's mission
9.3 – Explain Civilian control over the military
9.4 – Show the relationship between the Joint Chiefs of Staff and the DoD

Process/Skill Questions

A010: The Army Part 1 – The Active Army

Definition: Process should include the following:
10.1 – Explain how the two Congressional acts have an impact on the organizational structure of Armed Forces.
10.2 – Identify the Congressional act that provides basis for recent Army organization.
10.3 – Distinguish between the fundamental roles of the Army and Active Army.
10.4 – Identify how the Active Army contributes to domestic affairs.
10.5 – Correlate Army commands to the JROTC program
10.6 – Determine categories under which the Army classifies its branches.
10.7 – Classify the basic/special branches of the Army
10.8 – Identify two non-accession branches of the Army.

Process/Skill Questions

A011: The Army Part 2 – The Reserve Components

Definition: Process should include the following:
11.1 – Identify the two Congressional acts that had an impact on the organization and structure of the Army reserve components.
11.2 – Compare the missions of the Army National Guard and the Army Reserve.
11.3 – Contrast the major types of units the Army National Guard and the Army Reserve contribute to the Army force.
11.4 – Identify the three categories of the Army Reserve.

Process/Skill Questions

DUTY B:
Leadership Theory and Application

Task:

B007: Celebrating Differences – Culture and individual Diversity

Definition: Process should include the following:
7.1 – Describe the leadership role in celebrating diversity, treating women and minorities fairly and equitably, and the prevention of sexual harassment.

Process/Skill Questions

B008: Motivation

Definition: Process should include the following:
8.1 – Demonstrate that individual performance within a group is influenced by expectations, ability, and motivation.
8.2 – Discuss the fourteen principles of motivation and how they impact motivation.

Process/Skill Questions

B009: Performance Indicators

Definition: Process should include the following:
9.1 – Review the leadership dimensions of the BE, KNOW, DO model.
9.2 – Introduce the counseling process and use the BE, KNOW, DO model as an assessment and counseling tool.

Process/Skill Questions

B010: Decision Making and Problem Solving

Definition: Process should include the following:
10.1 – Analyze some aspects of cooperation in solving a group problem.

10.2 – Describe behaviors that may contribute toward or obstruct the solving of a group problem.

Process/Skill Questions

B011: Planning

Definition: Process should include the following:
11.1 – Illustrate the need to plan adequately.
11.2 – Describe the four-step planning process.
11.3 – Explain how to create one type of plan.
11.4 – Describe people's different styles of analyzing data and of drawing conclusions from data.

Process/Skill Questions

B012: Basic Command and Staff Principles

Definition: Process should include the following:
12.1 – Describe the nine-step sequence of command and staff actions in the correct order.
12.2 – Describe the scope and purpose of the commander's estimate.
12.3 – Describe the procedures and personnel requirements necessary to conduct a regular or special meeting.
12.4 – Demonstrate command and staff principles while performing the responsibilities and duties of an assigned leadership position within your cadet battalion.
12.5 – Interact with key cadet battalion personnel according to their responsibilities and duties.

Process/Skill Questions

B013: Platoon Drill

Definition: Process should include the following:
13.1 – Demonstrate correct response to the commands for forming and marching the platoon.
13.2 – Identify the platoon drills that are executed in the same manner as in squad drill.
13.3 – Identify the different types of platoon formations and relates specific drill commands to them.
13.4 – Identify the locations of key platoon personnel in platoon formations.

Process/Skill Questions

B014: Company Formations and Movement

Definition: Process should include the following:
14.1 – Demonstrate correct response to the commands for forming the company, changing interval, aligning the company, opening and closing ranks, and dismissing the company.
14.2 – Demonstrate correct response for changing the direction of march of a column, correcting distance between platoons, and forming a column of twos and reforming.
14.3 – Demonstrate correct response for forming, aligning, and changing the direction of march of a company mass formation, and forming a company in column from a company mass formation.

14.4 – Demonstrate correct response to the commands for forming a company in column with platoons in line and reforming.
14.5 – Identify the different types of company formations and relate specific drill commands to them.
14.6 – Identify the locations of key platoon and company personnel in company formations.

Process/Skill Questions

B015: Forming, Inspecting, and Dismissing the Battalion

Definition: Process should include the following:
15.1 – Identify the different types of battalion formations and relate specific commands to them.
15.2 – Demonstrate correct responses to the commands for forming and dismissing the battalion.
15.3 – Demonstrate correct responses to the commands for forming for inspection, inspecting the battalion, inspecting with arms, and completing the inspections.
15.4 – Identify the locations of the key platoon, company, and battalion personnel in battalion formations.
15.5 – Demonstrate leadership skills and abilities while performing the duties and responsibilities in an assigned command or staff position.

Process/Skill Questions

DUTY C:
Foundations for Success

Task:

C008: Orientation to Service Learning

Definition: Process should include the following:
8.1 – Apply the communication model to interpersonal interactions.
8.2 – Differentiate between verbal and nonverbal means of communication and use each appropriately.
8.3 – Determine how to avoid mixed messages.
8.4 – Discuss communication styles and techniques as they relate to Winning Colors.
8.5 – Evaluate personal communication style.

Process/Skill Questions

C009: Plan and Train for Your Exploratory Project

Definition: Process should include the following:
9.1 – Examine your own writing skills.
9.2 – Determine situations where writing is an appropriate form of communication.
9.3 – Communicate using a variety of writing techniques.
9.4 – Determine how you can use writing to express your needs.
9.5 – Outline and effectively organize writing assignments using the presented techniques.

Process/Skill Questions

C010: Project Reflection and Integration

Definition: Process should include the following:
10.1 – Identify four tips to improve effective listening skills.
10.2 – Explain how barriers prevent effective listening.
10.3 – Compile an individual list of trigger words.
10.4 – Develop role-plays that teach effective listening skills to others.

Process/Skill Questions

C011: Civilian Career Opportunities

Definition: Process should include the following:
11.1 – Identify jobs/careers of interest.
11.2 – Research specific career information.
11.3 – Determine qualifications and education/training necessary for desired career.
11.4 – Analyze future job trends.

Process/Skill Questions

C012: Military Career Opportunities College Preparation (Replace with Terry's CD)

Definition: Process should include the following:
12.1 – Explain the difference between the three career paths available in the U.S. Armed Forces.
12.2 – Identify four ways to become a commissioned officer.
12.3 – Identify basic enlistment qualifications and the four-step process required to enter the military.
12.4 – Describe benefits provided to enlisted members of the military.
12.5 – Determine the purpose of the Selective Service.
12.6 – Relate the Military to your own career goals.

Process/Skill Questions

C013: NEFE Unit 1 – Financial Planning: Your Roadmap

Definition: Process should include the following:
13.1 – Identify the components in the five-step financial planning process.
13.2 – Differentiate between needs and wants.
13.3 – Describe how values can influence decisions.
13.4 – Examine the significance of goal setting within the financial planning process.
13.5 – Develop financial goals.
13.6 – Collect personal financial information.
13.7 – Examine the impact of decision making in the financial planning process.
13.8 – Describe how delayed gratification impacts the financial planning process.

Process/Skill Questions

C014: NEFE Unit 2 – Career: Labor You Love

Definition: Process should include the following:

14.1 – Observe the criteria employers look for in employees (SCANS).
14.2 – Relate career factors to earning potential.
14.3 – Discuss the effects of education and training on a career.
14.4 – Define the characteristics of an entrepreneur.
14.5 – Explain the steps to becoming an entrepreneur.
14.6 – Distinguish benefits employees should consider when searching for employment.
14.7 – Define key words related to financial planning or careers.

Process/Skill Questions

C015: NEFE Unit 3 – Budget: Don't Go Broke

Definition: Process should include the following:
15.1 – Identify the purpose of a budget.
15.2 – Analyze pay stubs to determine resources available for financial objectives.
15.3 – Construct a simple budget.
15.4 – Relate spending and saving to resources available for each.
15.5 – Describe the "P.Y.F." (pay-yourself-first) philosophy.
15.6 – Examine a variety of record keeping methods to be used for the budgeting process.
15.7 – Define key words related to managing income.

Process/Skill Questions

C016: NEFE Unit 4 – Savings and Investments: Your Money at Work

Definition: Process should include the following:
16.1 – Explain the relationship between saving and investing.
16.2 – Describe reasons for saving and investing.
16.3 – Explain the concept of the time value of money.
16.4 – Describe how time, money, and rate of interest relate to meeting specific financial goals.
16.5 – Use the Rule of 72
16.6 – Explain basic investment principles.
16.7 – Discuss the impact of investment results when there is a delay in implementing a savings program.
16.8 – Identify the relationship between risk and return.
16.9 – Explain how inflation affects spending and investing.
16.10 – Identify and discuss various savings and investment alternatives.
16.11 – Define key words related to savings, investing, and time value of money.

Process/Skill Questions

C017: NEFE Unit 5 – Credit: Buy Now, Pay Later

Definition: Process should include the following:
17.1 – Define the purpose of credit.
17.2 – Explain the importance of using and managing credit wisely.
17.3 – Define the various costs related to credit.
17.4 – Identify sources of credit including installment loans, student loans and mortgages.
17.5 – Use selection criteria for obtaining a credit card.
17.6 – Discuss the factors to consider when building credit history.

17.7 – Describe the advantages of using credit.
17.8 – Discuss ways the use of credit can be abused.
17.9 – Identify financial consequences of debt.
17.10 – Describe the steps for correcting debt problems.
17.11 – Identify impact of bankruptcy on credit.
17.12 – Define key words related to credit and debt.

Process/Skill Questions

C018: NEFE Unit 6 – Insurance: Your Protection

Definition: Process should include the following:
18.1 – Explain the use of insurance as an option for financial protection.
18.2 – Describe how insurance works.
18.3 – Identify ways to manage the possibility of financial loss.
18.4 – Recognize the costs associated with insurance coverage's.
18.5 – Distinguish between the types of auto insurance coverage.
18.6 – Recognize personal automobile insurance coverage.
18.7 – Determine factors considered to obtain the cost of automobile insurance.
18.8 – Relate insurance to your current and future personal needs.
18.9 – Identify general types of insurance., including health, property, life, disability, and liability.
18.10 – Define the key words relative to financial protection or loss.

Process/Skill Questions

DUTY B:
Leadership Theory and Application

Task:

B016: Power Bases and Influence

Definition: Process should include the following:
16.1 – Describe the different types of power and influence.
16.2 – Describe the appropriate application of power and influence.
16.3 – Use individual power and system power respectfully and effectively to increase performance.

Process/Skill Questions

B017: Styles of Leadership

Definition: Process should include the following:
17.1 – Identify different styles of leadership.
17.2 – Determine what style works best and when.

Process/Skill Questions

B018: Management Skills

Definition: Process should include the following:
18.1 – Define management.
18.2 – Identify five management principles.
18.3 – Discuss the difference between management and leadership.

Process/Skill Questions

B019: Communication

Definition: Process should include the following:
19.1 – Recognize the important role communication plays in leadership.
19.2 – Identify the basic flow and purpose served by informal communication.
19.3 – Describe the major elements of a communication model.
19.4 – Describe the main types of nonverbal communication.
19.5 – Discuss how feedback and effective listening help communication effectiveness.

Process/Skill Questions

B020: Motivation

Definition: Process should include the following:
20.1 – Demonstrate that individual performance within a group is influenced by expectations, ability, and motivation.
20.2 – Discuss the fourteen principles of motivation and how they impact motivation.

Process/Skill Questions

DUTY C:
Foundation for Success

Task:

C019: Preparing to Teach

Definition: Process should include the following:
19.1 – Describe five critical elements you need to consider in preparing to teach.
19.2 – Write effective learning objectives by constructing each to include the task, condition and standard for student performance.
19.3 – Identify the various types of training aids and describe how to effectively use them in a classroom.
19.4 – Describe at least six tips for planning a lesson.

Process/Skill Questions

C020: Using and Developing Lesson Plans

Definition: Process should include the following:
20.1 – Explain the purpose of a lesson plan.
20.2 – Identify the four phases of a lesson plan, and each phase's purpose.

20.3 – Describe the teacher's role and the potential benefits to students in each phase.
20.4 – Create a lesson plan utilizing the four-phase process.

Process/Skill Questions

C021: Delivering Instruction

Definition: Process should include the following:
21.1 – Describe a lesson objective, quantitative standard and training aids.
21.2 – Describe seven types of teaching methods and identify when to use each type in a classroom.
21.3 – Identify the five types of practical exercises.
21.4 – Explain the process of rehearsing.
21.5 – Design a presentation using one of the seven teaching methods.

Process/Skill Questions

C022: Use Variety in Your Lesson Plan

Definition: Process should include the following:
22.1 – Define cooperative learning and identify the benefits of using cooperative learning strategies in the classroom.
22.2 – Identify and describe at least two cooperative learning strategies you could use in a lesson plan that encourage team building.
22.3 – Identify and describe at least two cooperative learning strategies you could use in a lesson plan that require students to respond to or discuss questions posed in the lesson.
22.4 – Identify and describe at least four cooperative learning strategies you could use in a lesson plan so that learners could gather, share, and learn a great deal of material in a short amount of time.
22.5 – Explain how incorporating a variety of learning styles and multiple intelligences benefits learners in the classroom.

Process/Skill Questions

C023: Using Feedback in the Classroom

Definition: Process should include the following:
23.1 – Describe the purpose of feedback in a classroom and four ways that feedback can be effective.
23.2 – Identify the five characteristics or conditions of effective feedback.
23.3 – Identify the basic ground rules and tips for giving effective feedback.

Process/Skill Questions

SkillsUSA

DUTY A: **Self - Improvement**
Task:
A001: Complete a self-assessment and identify individual learning styles *Definition:* Process should include the following: • Identify and list individual strengths. • Identify and list areas in need of improvement. Process/Skill Questions
A002: Discover self-motivation techniques and establish short-term goals *Definition:* Process should include the following: • Develop a list of short-term goals. • Discuss ways to change or improve lifestyle appearance and behavior. Process/Skill Questions
A003: Determine individual time-management skills *Definition:* Process should include the following: • Prepare and keep a time journal. • Discuss ways to improve time management skills. Process/Skill Questions
A004: Define future occupations *Definition:* Process should include the following: • Search internet for career opportunities within specified fields of study. • Prepare presentation on a specified career area. Process/Skill Questions
A005: Develop awareness of cultural diversity and equity issues *Definition:* Process should include the following: • Research a tradition modeled by individual's family. • Develop personal philosophy statements regarding gender equity. Process/Skill Questions

A006: Define the customer

Definition: Process should include the following:

- Differentiate between External and Internal customers
- Discuss factors which contribute to poor customer relationships.

Process/Skill Questions

A007: Recognize benefits of doing a community service project

Definition: Process should include the following:

- Discuss and list ways to become involved in the community
- Develop a community service project.

Process/Skill Questions

A008: Demonstrate effective communication with others

Definition: Process should include the following:

- Identify and list personal barriers to listening.
- Develop personal plan to overcome barriers to listening.

Process/Skill Questions

A009: Participate in a shadowing activity

Definition: Process should include the following:

- Summarize experience of job shadowing activity.

Process/Skill Questions

A010: Identify the components of an employment portfolio

Definition: Process should include the following:

- Identify parts of a portfolio
- Design a personal employment portfolio

Process/Skill Questions

A011: List proficiency in program competencies

Definition: Process should include the following:

- Complete an interpersonal competency assessment.

Process/Skill Questions

DUTY B:
Civic, Social and Business Awareness

Task:

B001: Measure/modify short-term goals

Definition: Process should include the following:

- Discuss steps to pursue short-term goal(s)

Process/Skill Questions

B002: Identify stress sources

Definition: Process should include the following:

- List personal sources of stress.
- Discuss techniques to cope with individual sources of stress.

Process/Skill Questions

B003: Select characteristics of a positive image

Definition: Process should include the following:

- Discuss actions and traits that lead to a positive image.
- Discuss actions and traits that lead to a negative image.

Process/Skill Questions

B004: Demonstrate awareness of government, professional organizations and trade unions

Definition: Process should include the following:

- Identify state governor, legislators, and senators.
- Identify professional organizations pertaining to specific career areas.

Process/Skill Questions

B005: Apply team skills to a group project

Definition: Process should include the following:

- Form a team to develop a class project.

Process/Skill Questions

B006: Observe and critique a meeting

Definition: Process should include the following:

- Attend a formal meeting held within the community
- Critique the attended meeting.

Process/Skill Questions

B007: Demonstrate business meeting skills

Definition: Process should include the following:

- List and discuss the basic rules to ensure an orderly and business-like meeting

- Role-play appropriate meeting skills

Process/Skill Questions

B008: Demonstrate social etiquette

Definition: Process should include the following:
- Role-play appropriate social behavior
- Differentiate between good and bad manners.

Process/Skill Questions

B009: Complete survey for employment opportunities

Definition: Process should include the following:
- Gather information on a particular employment opportunity of interest.
- Conduct internet search of a specific career area.

Process/Skill Questions

B010: Review a professional journal and develop a 3 to 5 minute presentation

Definition: Process should include the following:
- Develop a presentation on the content, purpose, and distribution of a particular professional journal

Process/Skill Questions

B011: Identify customer expectations

Definition: Process should include the following:
- List and discuss customer expectations.
- Discuss consequences of unmet customer expectations.

Process/Skill Questions

B012: Complete a job application

Definition: Process should include the following:
- Obtain a job application from various businesses in the community
- Conduct a mock job interview.

Process/Skill Questions

B013: Identify a mentor

Definition: Process should include the following:
- Define mentor.
- Discuss ways in which a mentor can help individual meet career goals.

Process/Skill Questions

B014: Assemble your employment portfolio

Definition: Process should include the following:

- Develop employment portfolio

Process/Skill Questions

B015: Explore supervisory and management roles in an organization

Definition: Process should include the following:

- Examine an organizational chart
- Discuss responsibilities of managers and supervisors

Process/Skill Questions

B016: Recognize safety issues

Definition: Process should include the following:

- Discuss safety issues within a given career area

Process/Skill Questions

B017: Evaluate your proficiency in program competencies

Definition: Process should include the following:

- Define task and competency
- List competencies associated with a specified career area.

Process/Skill Questions

Curriculum Frameworks

Purpose

This section of the framework contains material to help instructors in technical and professional programs to reinforce basic skills in the areas of Reading and Writing, Math and Science. The technical portion of this guide takes a more direct approach by using specific duty and task listings, but changes in the academic section lead in a more general direction. The reason for this is simple: all good instructors do not teach in the same way. However, all good instructors share the trait of being able to connect their material to everyday life. For example, understanding concepts related to heat, are important for cosmetology students as well as lathe operators in manufacturing plants. However, each program will probably take a different approach in the amount of detail and examples relating to heat concepts. Both groups require basic science knowledge of principles relating to heat, but the application of the principles will be different.

Basic Skills: The Content Areas

Included in this guide are materials to support basic skills in Reading and Writing, Mathematics, and Science. The overall approach taken here is a move toward problem-solving skills. By problem-solving, we mean the ability to take information and use it for a purpose: to take action, make decisions, predict outcomes, suggest improvements. Another term for these thinking skills is a general "literacy."

Literacy skills have always been in demand in the workplace. A quick review of workplace training programs and other literature regarding adult education demonstrates that the need for a literate workforce is still one of the most pressing problems employers face today. Indeed, many employers (from small- and medium-sized businesses to Fortune 500 companies) have spent hundreds of millions of dollars on in-house basic skills training programs.

What constitutes a literate workforce? There are many definitions for literacy and hundreds of tests that measure it, but when employers are asked what they're looking for in potential new

hires, the answers are general: they want individuals who can read and write; show up on time; think and solve problems, and keep their personal lives in order (that is, don't bring a drinking problem into the workplace).

Viewed in this way, the words "literacy" and "literate" are good terms for what educators are trying to instill in their students, the future workforce. The more common definition (being able to read and write) is certainly appropriate but the additional definitions (knowledgeable, educated, well-informed) are also apt. It is this broad term, "literate," that we use to guide instructors on what to cover in the classroom. No matter which vocational-technical area is being focused on, no matter how technical the terminology is, instructors are given the task of helping students take information, break it down into necessary parts, process details, and be able to come away with an understanding of some sort. This is "literacy", and the process is the same for every subject area-- teaching students how to think and solve problems.

Format

Each section includes a two-column table. Skills are listed on the left side; suggestions for implementing these skills into the curriculum are listed on the right side. Each suggestion is written in such a way that it can be tailored to most vocational-technical programs.

Using The Guide

This guide was prepared with four concepts in mind:

- The instructor is *aware of the need* for students to improve their basic skills.
- The instructor is the *best-qualified person* to decide how to include this material in the classroom or lab. The students' abilities and needs should drive the instructor in deciding how to use, expand, or modify these topics.
- The instructor *already has curriculum that works* for his or her students. Therefore, the suggestions for reinforcing basic skills
    - must be easy to implement
    - must stand alone
    - do not need to be taught in a particular order
    - must be open-ended enough to be useful for any technical/vocational program.

- ***Time is limited.*** Unless there are quick ways to reinforce basic skills, changes to the curriculum will not be made. Teaching basic skills in the context of technical material will help students make connections that are more memorable, and will require no additional lesson planning. Just as instructors incorporate updates in technical knowledge, they can add basic skills concepts as well. Adding a few concepts at a time will help students perform better in the lab as well as on tests and evaluations.

Methods

The following methods may help instructors decide how to increase basic skill knowledge:

- *Collaborative projects*- how could a joint project between regular education teachers and vocational instructors reinforce concepts for both programs?
- *Outside assignments*- would students benefit from an outside assignment explaining how a basic math (science, reading) concept ties to a process in the lab?
- *Extra credit*- students needing extra credit can research outside topics and turn in a short summary of material
- "*Need-to-know" assignments*- Students prepare a bulleted list of the basic concepts in science they need to know in order to correctly perform ____ operation in the lab.
- *Question of the Day*- a few daily math problems for students to answer at the beginning of class allows the instructor to set the tone for the material. It also gives students an immediate goal when they enter the classroom and teaches them to stay on task. Bonus points may be awarded at the end of the week, quarter, semester, etc.
- *Two-minute Oral Presentations*- students who need to practice speaking skills can be asked to give a two-minute oral presentation at the end of class summarizing the main points for the day. Or, a two-minute presentation at the beginning of class can recap the material from a previous class.
- *Connecting with Workers*- students can poll parents, friends, area employers or other persons to find out the top 5 basic science skills needed on the job.
- *Direct Questioning*- include a few basic knowledge questions in a presentation. Award points to groups based on correct answers.

Resources

In creating the Academic Reinforcement material for the technical and professional frameworks, we used a number of source documents and resources.

- The English Language Arts, Science, and Mathematics components of the *Curriculum Improvement Project* by Dr. Willard Daggett were consulted to ensure that the top-ranked skills in those areas would be reflected in the academic support material. The English Language Arts and Science components have many linkages to the material included here. (The higher-level math skills such as trigonometry were not included in this document.)
- Data from work with Arkansas employers- the Workplace Skills Enhancement Program (WSEP) at the University of Arkansas at Little Rock (UALR) has completed many training projects and job profiles for employers in Arkansas. Our constant contact with workers and employers provides a tremendous amount of data that we use in designing customized training programs and in working on projects such as curriculum frameworks. Also, the staff of WSEP has experience teaching in Arkansas public schools, the US military, and the Job Corps.
- Additionally, other groups within UALR (the Labor Education Program, the Institute for Economic Advancement and the College of Business) provide resources regarding health and safety information, labor unions and their role in the workplace, computer and information technology and other training and outreach program data.
- US Department of Labor- the US DOL has many online documents and publications that support workers and issues regarding the workplace. (Work by Philippi and Greenan, 1988 on workplace skills was especially helpful.) Visit the website at www.dol.gov.
- Occupational Safety and Health Administration (OSHA) provides online and other resources for instructors and professionals. For topics relating to safety and health, visit www.osha.gov.
- Multistate Academic and Vocational Curriculum Consortium (MAVCC) is an organization that develops competency-based curriculum. For more on MAVCC see www.mavcc.org.

ACADEMIC STANDARDS FOR READING AND WRITING
Strategies for Reinforcement in the Vocational-Technical Classroom

Note:
*** indicates industry-related materials, handouts, notes, etc.**

Objective	**Classroom Applications to Industry**
Present, *Review and Discuss,* *Master* **the list of skills employers want for the workplace regarding reading and writing.**	Use the list of skills employers want to introduce students to the requirements of the workplace. Depending on students' ability levels, any of the following methods may be used to increase their understanding of the concepts: • Discussion • Interviewing parents or other adults in the workplace about the skills required • Interviewing employers about the skills in terms of importance • Identifying workplace situations in which certain skills become more important than others • Researching adult education programs to learn why deficits in these areas must be remediated, and the cost spent yearly on these programs • Researching the topic of adult literacy
Answer **simple comprehension or recall questions from a lecture or from written material.**	Provide 2 examples of workplace materials* on students' reading level. With the first, allow students to read information and then answer brief recall questions. With the second example, read aloud the material but do not give a handout. Ask brief recall questions. Compare the differences…how do students retain information better—orally or visually? Discuss learning styles and impact on the job.
Follow, *Give* **oral instructions.**	Using instructions for a hands-on task have students give <u>oral</u> instructions to a partner or group. Rate the effectiveness of the speaker.

Follow, *Give* **written instructions.**	Using a short list of instructions for a hands-on task, have students give written instructions to a partner or group. Rate the effectiveness of the speaker.
Show **the difference between relevant and irrelevant details.**	Using a copy of workplace materials*, students underline relevant or important details in red, irrelevant or less important details in blue.
Sort **objects based on x number of criteria.**	Using workplace materials*, sort a group of objects based on characteristics identified by instructor (e.g., by color, shape, defect, or a combination of these).
Recognize, *Identify* **technical vocabulary.**	Using workplace materials*, highlight technical vocabulary terms. Create a class dictionary of industry-related technical vocabulary. Students may add illustrations or diagrams. Each student receives a copy of the final product. Emphasize skills such as alphabetical order, guidewords, prefixes, suffixes, and pronunciation guides.
Read **aloud.**	Read aloud from workplace materials* in groups or individually.
Identify, *Explain* **symbols, abbreviations and acronyms relevant to subject area.**	Using workplace materials*, highlight symbols, abbreviations, and acronyms. Create a table with one column for each of symbols, abbreviations, acronyms. Classify each one and write in the meaning.
Understand, *Use* **rules of grammar, usage, spelling, punctuation.**	Identify the missing punctuation mark, misspelled word, incorrect use of grammar from workplace materials*. Correct the mistakes.
Discuss **uses and purposes of a variety of workplace communication tools.**	Find examples of a business letter, memo, report, brochure, proposal, schematic, map, and diagram.
Duplicate **process demo by instructor**	Using a workplace process, demonstrate steps to complete and have students perform

	individually or in groups.
Notice, *Apply* **word analysis techniques.**	Using workplace materials*, identify prefixes, suffixes, or roots that indicate meaning (e.g. therma = heat) [1]
Match **parts from photographs or diagrams to actual objects.**	Using workplace materials*, follow a sequence of pictures or diagrams to build, create, or copy an item or process.
Read **for main ideas and for details.**	Use a graphic organizer[1] to show main ideas and supporting details.
Distinguish **between fact, opinion, and inference.**	Collect examples of materials based on fact or opinion/inference. Ask students to underline key terms that indicate the presence of facts or opinions.
Distinguish **between rows and columns;** *identify* **a cell as a block where a row and column intersect.**	Using charts or tables from workplace materials*, discuss the reasons for this format. Identify the quantity in a particular cell.
Select, *Use* **appropriate resources and reference tools.**	Explain the uses for the following: Dictionary, Thesaurus, Almanac, Atlas, Card Catalog, Encyclopedia. List reasons for choosing one reference tool over another. Use reference tools to answer questions related to industry or current events.
Paraphrase **written or oral material into summary form.**	Using workplace materials*, determine the best way to condense or shorten the material so as to give an overview to a layperson. Using a set of guidelines appropriate to students' level in length and detail, summarize the information into bullet points.

Interpret, *Fill out/complete* **forms and records.**	Using workplace materials*, answer basic questions (e.g., summarize the list of parts from an inventory). Using blank forms or documents fill in details. Pay close attention to directions. Students critique work with partner. Create a form or document to be used in a workplace process.
Use, *Develop* **a process for remembering details.**	Use pneumatic devices to organize and remember details. Pneumatic devices[1] include Semantic Maps, Thought Webs, and other creative tools to organize thinking.
Proofread, *Correct* **mistakes in written drafts.**	Using a newspaper article, locate and mark mistakes in grammar, punctuation, or usage. Correct mistakes in written drafts.
Examine **different types of writing used in the workplace (reports, memos, brochures, logs, blueprints, formulas, etc).**	Gather samples of workplace materials*. Identify each by type. Compare and contrast the difference between audience, (who the document is written for) length, background information/education needed to understand material, level of detail, organization and layout of the document.
Understand **the writing process.**	In order to apply the writing process, create a workplace communication tool to be used for a specific purpose. Prewrite: Brainstorm, gather facts, or do research to create a business letter, memo, report, brochure, proposal, schematic, map, or diagram. Identify the audience. Determine the purpose of the document.

	Write: Create a first draft. Revise and Edit: Make changes to ensure accuracy. Look at the writing from a different point of view. Shorten or make more concise where possible. Use white space, bold print and other formatting details to make the document easy-to-read. Publish: Decide on the best format for the final copy (size, type of material, layout, graphics, etc.) Publish the final draft.

Identify, *Create* **sentences of different types.**	Using workplace materials*, find sentences of varying types. Examples include Simple Sentences (subject + predicate) Complex Sentences (subject + predicate including clauses). Write sentences, paragraphs, or essays using sentences of different types (e.g., write a 2-paragraph summary of today's lesson).
Identify, *Use* **contractions correctly.**	Using workplace materials*, locate contractions (e.g., isn't, I'll). Identify misuses of contractions. Write a short list of directions relating to an industry process and use as many contractions as possible.
Identify, *Use correctly* **commonly misspelled words.**	Using a list of commonly misspelled words[1], locate errors in the media (newspaper articles, Internet sites, magazines.) Ask each student to identify his problem words from the list. Attempt to incorporate problem words into class activities (e.g., add them to a list of work instructions). Give short weekly quizzes focusing on 5 words per week. Award bonus points.
Identify, *Use* **correctly the English irregular verbs.**	From a list of irregular verbs, review the uses of each. Ask each student to identify his problem irregular verbs from the list. Attempt to incorporate problem verbs into class activities, such as making a collection of mistakes from print.
Identify, *Use* **Signal Words and other cues to improve writing.**	Use a list of Signal Words[1] and discuss their purpose in writing (signal words are words that raise a flag to a reader to pay attention.) Examples:

	Signal Words sowing emphasis: Most of all, It should be noted, Of course Signal Words showing a conclusion: Lastly, In summary, Finally Identify common signal words in workplace writing, especially in sequenced lists. Write a list of work instructions using signal words.
Identify **components of workplace documents such as blueprints, schematics, floor plans, and other industry-related documents.**	Label the parts of a workplace document.
Place **steps in proper sequence.**	Using a list of steps or pictures cut them apart so that students can place them in the proper order.
Analyze **cause and effect.**	Experiment with cause and effect in the classroom (e.g., change the sequence of events in a process).
Determine **missing information.**	Locate the information that is missing from a problem and explain why the problem cannot be solved without it. To reinforce concepts, use a completed problem and remove the important details. Ask students if they can identify what's missing.
Differentiate **between tools used for a job.**	Given a list of tools and a list of functions, identify the most efficient tool for each task.
Assemble **or disassemble objects.**	From a list of oral or written instructions, assemble an object or complete a process. Students write the instructions for disassembly.
Cross-reference **materials to compare information.**	Using more than one source document, compare the information given.

Interpret **reasoning behind rules or regulations.**	Using workplace materials*, make a list of possible reasons or justifications for a safety guideline, regulation, etc.
Show contrasts **between approaches.**	Given a workplace scenario, write a brief approach to solving the problem. (Working in groups would be beneficial.) Compare and contrast each approach from the perspective of a worker, manager, supervisor.
Organize **data in a new format.**	Using workplace materials*, organize the information into a new format.
Prove **a rule or method's sufficiency.**	Perform an experiment to determine how much tolerance is acceptable in a case study, (e.g., find the range of drops of red dye sufficient to match the standard red color used in latex paint).
Show **relationships between two or more systems.**	Using 2 or more partners related to industry show or explain how they are interrelated (e.g., explain the relationship between social workers and hospitals).
Given examples of emergency situations, *identify* **real world course of action.**	Using an emergency situation common to your industry, outline a step-by-step plan for action.
Identify **variables that affect the outcome of a process.**	Experiment with or predict variables that affect the outcomes for a process (e.g., weather patterns that adversely affect a process, such as building a road).
Infer **situations that meet guidelines when complete information is not available.**	Given a policy or industry standard that has debatable interpretations, list possible situations that can arise that do not have clear solutions in the policy. Discuss or debate the issues.
Compare **finished products to a set of guidelines.**	Compare a set of objects to a set of guidelines (e.g., analyze a batch of parts and document how they do or do not meet a set of Quality Assurance guidelines). List any discrepancies (parts that do not meet guidelines) and categorize them by type (e.g.,

	burns, holes, etc).
Identify **preventative measures for maintenance of a system.**	List the needed routine maintenance to keep a system working properly.
Predict **new standards or rules that may become necessary in the future.**	Identify recent areas of change or development in your industry. Discuss potential future needs or developments that may occur (e.g., potential need for better training requirements for airport personnel).
Improve **a process by streamlining (locating waste) or decreasing lost time.**	Examine a process in industry in step-by-step detail. Suggest ways to decrease time needed or make the process more efficient. Isolate the cause of failure in a process by performing an experiment.
Prepare **a model explaining a concept.**	Build, draw, or create a model that explains a concept (e.g., show a need for environmental standards for water or air pollution).

[1] Fry, Edward; Kress, Jacqueline; Fountoukidis, Dona. *Reading Teacher's Book of Lists,* 4th ed. ISBN 0-13-028185-9.

ACADEMIC STANDARDS FOR MATHEMATICS

Strategies for Reinforcement in the Vocational-Technical Classroom

Note:
*** indicates industry-related materials, handouts, notes, etc.**

Topics Listing
Problem Solving
Operations and Calculations
Applications
Data Analysis and Display

Objectives	**Classroom Applications to Industry**
Present *Review and Discuss* *Master* **the list of skills employers want for the workplace regarding mathematics.**	Use the list of skills employers want to introduce students to the requirements of the workplace. Depending on students' ability levels, any of the following methods may be used to increase their understanding of the concepts: • Discussion • Interviewing parents or other adults in the workplace about the skills required • Interviewing employers about the skills in terms of importance • Identifying workplace situations in which certain skills become more important than others • Researching adult education programs to learn why deficits in these areas must be remediated, and the cost spent yearly on these programs • Researching the topic of adult literacy
PROBLEM SOLVING	
Examine ***Apply*** **problem**-solving process.	Define the problem What is being asked? Decide on a type of solution Multi-step or single-step question? Try any of these: Estimate an answer Draw a diagram Find a pattern Guess and check

	Logical Reasoning Make a graph Make an organized list Make a table Solve a simpler problem Use a simulation Work backwards Write an equation Locate information you need Do you have all the components? Get missing information May need to perform some other calculations Calculate Look at the answer. How should the remainder be expressed? Check the solution Is it reasonable?
OPERATIONS AND CALCULATIONS	
Read, write, **and** *count* **numbers.**	Read and write numbers (especially focus on very large and very small numbers where mistakes are common). Give a weekly quiz asking students to compare and sequence numbers. Example: 0.4445 ___ 0.4455 > or < Put these in order from smallest to largest: 0.66, 0.677, 0.67
Round **numbers.**	Discuss your industry's use of decimals. Identify the place values needed to adequately perform a job. For example, a Quality Assurance Technician who works on the line in a manufacturing plant may need to use numbers through the ten-thousandths decimal place. Take a series of sample measurements, and round them to the nearest decimal place

	identified by the instructor.
Estimate **numbers.**	The skill of making close estimations is tied to understanding accuracy. Discuss real-life situations where estimation is used. Discuss the practice of estimation before calculation. Regular practice in estimating before calculating will teach students where they make errors and will increase their estimation skills. Discuss work situations where estimation skills are required, and possible consequences of making estimation errors (for example, is an estimate appropriate for inventory purposes? For ordering supplies?)
Compute **averages.**	Discuss averages in general terms. Calculate the average temperature, average rainfall or precipitation, average number of students per class, and other relevant examples. Using workplace materials*, calculate a series of averages. For example: • Take 10 different measurements of a piece of pipe using a micrometer. • Compare the measurements. • Find the average of all the measurements. • Compare the average to the smallest and largest measurement. • Discuss the effects on quality…when is an average an acceptable benchmark measurement?
Calculate **with whole numbers: perform one-step problems with basic operations.**	Understand, at a level of complexity appropriate to your industry and to students' ability levels, basic principles of addition, subtraction, multiplication, and division.
Perform **problems that require an understanding of the order of operations.**	Using workplace materials*, make a list of situations or problems that need more than one step to perform them.

	If the procedures (add, subtract, multiply, divide, etc) are on the same level of importance, such as adding or subtracting, then the order of operations will not impact the way the problem is solved. If a problem requires more than one level of operation to solve (example, dividing and adding), work the problem correctly by performing the division part first and then the addition. Rework the problem using addition first. Compare the answers. Discuss the importance of reasoning skills to verify that an answer makes sense.
Understand **the relationship between decimals, fractions and percents.**	Make a table comparing fractions, decimals, and percents.
Compute **with fractions, decimals, and percents, and show understanding of the relationship between them.**	Create sample problems using fractions that relate to everyday situations. ▪ Poll the class on interesting topics (favorite food). Convert whole numbers to fractions. Votes- Pizza- 10 Salad- 2 BBQ- 8 10+2+8 = 20 (recognize denominator value) $\frac{10}{20}$ Pizza $\frac{2}{20}$ Salad $\frac{8}{20}$ BBQ ▪ Add the fractions. $\frac{10}{20} + \frac{2}{20} + \frac{8}{20} = \frac{20}{20}$ ▪ Convert fraction to whole number. (Total answers equal 1 class's worth of answers.) $\frac{10}{20} + \frac{2}{20} + \frac{8}{20} = \frac{20}{20} = 1$

	▪ Convert fractions to percents. 10 means 10 divided by 20 = 0.50 20 Move decimal 2 places right. 0.50 = 50% 2 means 2 divided by 20 = 0.10 20 0.10 = 10% 8 means 8 divided by 20 = 0.40 20 0.40 = 40% 50% + 10% + 40% = 100% Notice the totals add to 100%. So, 20 = 1 = 100% 20 Using workplace materials*, calculate work-related questions using fractions, decimals, and percents. Calculate shipping costs for internet purchases (such as music from amazon.com).
Solve **formulas and equations.**	Understand, at a level of complexity appropriate to your industry and to students' ability levels, basic principles of equations. ▪ Work left to right ▪ Use order of operations ▪ Place numbers on one side, variables on the other side
Obtain **squares and square roots.**	Review the methods for calculating squares, square roots, cubes, and cube roots. Use industry-related formulas to demonstrate examples. Compare the difference between the 2 common answers to 3^2 (answer = 9, not 6). How would an incorrect value affect the work on the job?
Convert units of measure:	Discuss industry measures and terms relating

Recognize **components of measuring systems (US and metric) for length.**	to length.
Convert units of measure: *Recognize* **components of measuring systems (US and metric) for mass/weight.**	Discuss industry measures and terms relating to mass/weight.
Convert units of measure: *Recognize* **components of measuring systems (US and metric) for volume.**	Discuss industry measures and terms relating to volume.
Measure **with a certain degree of accuracy.**	Estimate measurements. Using workplace materials* and tools, take measurements of work-related and classroom items. Depending on ability level, students may measure to the nearest foot, inch, centimeter, etc.
APPLICATIONS	
Solve **word problems.**	Help students feel more comfortable with word problems by placing simpler problems in word problem form; or take concepts students have already mastered and ask them to write word problems for each other to solve.
Select/apply **mathematical formula.**	Review a set of math formulas and then a list of sample problems. Decide which formula(s) apply to each problem.
Understand **the importance of time in the workplace.**	Using workplace materials*, make a list of workplace scenarios that require using time correctly, such as keeping a time card, or heating a liquid solution for 20 minutes.
Recognize **components of time systems (clocks and calendars).**	AM and PM Leap Year Military time
Discuss, *Identify,* *Understand* **terms relating to measuring time.**	Discuss the units of time measurement and time vocabulary: second, minute, hour, day, week, month, year, leap year, fiscal year, quarter, annual, biannual, etc.
Understand **that time can be expressed in terms of equivalencies.**	Show the time equivalencies using fractions. For example:

	1 ½ days = ___ hours 1 day = 24 hours + ½ day = +12 hours 1 ½ days = 36 hours
Compute **time conversions.**	Make a table that shows the equivalencies of time units. Compute conversion problems at the appropriate level of difficulty. Examples include: • Convert minutes to hours • Convert hours to days • Convert seconds to years.
Calculate **ratio and proportion.**	Review fractions when discussing ratio and proportion. Draw common classroom items to scale by finding a conversion rate (1 foot equals 1 inch). Make predictions using ratios. (If each student in class has 3 children, how many children will there be all together? Write the ratios.)
Apply **geometry principles: Use formulas for measuring shapes of 2 dimensions.**	Determine the formulas that apply to 2 dimensions: perimeter, area, surface area, etc. Find perimeter of classroom. Discuss perimeter of objects that are not shaped as perfect squares. How does this change the formula for perimeter? Find the area of the tiles on the floor. Find the area of the classroom. Review that all areas are expressed in terms of square units (square inches, square miles, etc)
Apply **geometry principles: Use formulas for measuring shapes of 3 dimensions.**	Review the formulas that apply to 3 dimensions of objects: volume. Find the volume of common objects such as soda cans, pizza boxes, etc.

	Review that volume is expressed in cubic units. Discuss industry-specific needs for these formulas; for example, find the volume of a tank or silo.
Define **terms relating to money.**	Understand, at a level of complexity appropriate to your industry and to students' ability levels, basic principles relating to money. For more advanced students, include terms and principles of economics, finance, or statistics.
Perform **one-step problems involving money.**	Make change. Count up (rather than backwards) to make change.
Perform **multiple-step problems using money.**	Calculate gross and net earnings. Calculate ▪ Interest ▪ Sales tax ▪ Percent off ▪ Sale price ▪ Profit percentages Perform banking transactions.
Perform **business-related financial activities.**	At a level of complexity appropriate to your industry and to students' ability levels, solve income/expense problems, prepare budgets, etc.
Use **a calculator to perform computations.**	Identify appropriate activities that can be performed using a calculator (calculators allow students to concentrate on problem-solving strategies. Award prizes for weekly activities or competitions.
Calculate **measurements taken from measuring devices.**	Add, subtract, multiply and divide measurement numbers by plugging them into formulas.

Perform/prepare **an inventory.**	Use a sample group of items to prepare an inventory. Review inventory vocabulary terms. Discuss the math processes that would apply to the inventory process.
DATA ANALYSIS AND DISPLAY	
Recognize **types of visual representations.**	Charts Graphs Tables
Interpret **charts, graphs and tables.**	Answer simple questions about charts, graphs and tables. *Solve* multi-step problems involving the correlation of graphs and tables.
Collect/record **data.**	As appropriate to industry, practice sampling methods. Discuss safety precautions for sampling. Visit OSHA at the Department of Labor website for more details. Practice collecting and recording sample data from your industry (such as measurements taken using a micrometer). Compare class answers. Find the range of answers (maximum and minimum). Find the average. Discuss an acceptable range of answers (±), and graph the results showing the number that fell inside and outside the acceptable range.
Review ***and*** *apply* **principles of probability.**	Use real-life examples that are highly motivating to direct the students' attention to probability principles. (Example, "I am thinking of a number between 1 and 50. The person who guesses the number will receive that many bonus points if she can tell me the probability of choosing the number correctly.")

Use probability models to *predict* **chance events.**	Calculate theoretical probability of an event (e.g., the probability of rolling a 5 on a die is 1/6). Find empirical probability of an event by performing repeated experiments. Compare the 2 probabilities.
Calculate ***and*** *interpret* **statistics.**	Identify the importance of using statistics correctly. Bring examples of statistics from the news or media and analyze them: are they ambiguous? Are they correct? What data is the advertisement trying to get the public to see? For a humorous look at statistics, see *How to Lie with Statistics* by Huff and Geis.
Interpret **plans/blueprints.**	Review vocabulary and terms for plans, blueprints and schematics. Build a plan or blueprint one layer at a time, starting with the basic identifying information. Add layers of wax paper or other transparent drawing material on top of the first layer that allows each layer to be viewed individually, or the entire drawing as a whole.
Construct **charts and tables.**	Discuss chart types and chart vocabulary. Using workplace or sample data from the class, construct tables and charts. For a daily example, consult *USA Today* online and look for the snapshots section that shows a graph of some sort. Ask weekly bonus questions about the data. Challenge students to bring in examples of charts and graphs containing errors.

ACADEMIC STANDARDS FOR SCIENCE

Strategies for Reinforcement in the Vocational-Technical Classroom

Note:
*** indicates industry-related materials, handouts, notes, etc.**

Topics Listing

General Science-	topics not specific to a content area
Physical Science-	Mechanics and Physics
	Energy and Waves
	Thermodynamics
	Electromagnetism
	Chemistry
	Optics
Life Science-	Cell biology
	Evolution
	Genetics and Heredity
	Human and Animal Development
Anatomy	Ecology
	Viruses
	Bacteria
	Plants
Earth Science-	Earth in space
	Solar System/Astronomy
	Atmosphere and weather
	Oceans and water
	Earth resources

Note:
*** indicates industry-related materials, handouts, notes, etc.**

Objective	**Classroom Applications to Industry**
GENERAL SCIENCE	
Present, *Review and Discuss,* *Master* **the list of skills employers want for the workplace regarding science skills.**	Use the list of skills employers want to introduce students to the requirements of the workplace. Depending on students' ability levels, any of the following methods may be used to increase their understanding of the concepts: • Discussion • Interviewing parents or other adults in the workplace about the skills required • Interviewing employers about the skills in terms of importance • Identifying workplace situations in which certain skills become more important than others • Researching adult education programs to learn why deficits in these areas must be remediated; find out the cost to employers to educate adult workers • Researching the topic of adult literacy
Perform **computations as required to solve problems.**	Use the metric system to convert units of measure. Round numbers to correct number of significant figures. Determine percentage of error. Understand validity, reliability, accuracy, and precision.
Apply **scientific method of inquiry.**	Identify the steps of the scientific method. Conduct experiments. Understand the following terminology: Conclusions vs inferences Variables Replications Samples/sample size

Investigate **science history as it applies to industry.**	In groups, research topics in science pertaining to your industry. Have students assign roles for each member of the group. Present findings in report format, or in oral presentations. Investigate science ethics. Recognize the processes available for accountability in industry. For example, OSHA has a Safety and Health Program Assessment Worksheet whereby employers can be rated for safety issues. See http://www.osha.gov/SLTC/safetyhealth_ecat/mod3.htm [Note: Safety and Health is a mandatory subject of bargaining when a workplace is unionized; in both unionized and non-unionized workplaces, an employer cannot create and dominate workplace safety committees (see the National Labor Relations Act).]
Use **scientific instruments to *measure* aspects of the environment.**	Gather data on time, length, mass, pressure, volume, acceleration or other measureables using instruments from the job.
Demonstrate **an understanding of data.**	List the processes involved in gathering data. Suggest ways that data can be grouped or organized. Collect specimens. Show how data can be represented (graphically, charts and diagrams, etc) Construct a model to depict a basic concept.
Identify **the seven basic S I (Systeme International) units.**	Length- meter- m Mass- kilogram- kg Time- second- s Electric current- ampere- A Temperature- Kelvin- K Amount of substance- mole- mol

	Luminous intensity- candela- cd Dictionary of units- see http://www.ex.ac.uk/cimt/dictunit/dictunit.htm
Identify **S I (Systeme International) Derived units.**	Choose units appropriate to your industry (hertz, ohm, volt, watt, etc). Create a picture dictionary demonstrating the concepts.
Review **relevant theories, laws and models**.	As relating to your industry, discuss important theories, laws and models.
Use **reference tools to solve problems.**	Use scientific reference tools (such as the Periodic Table of Elements) to learn more about specific industry concepts.
Practice **safe lab procedures.**	Handle equipment with care. Demonstrate safety and first aid procedures. Identify harmful substances.
PHYSICAL SCIENCE	
Understand **the cyclical nature of systems.**	Show, demonstrate, model, track the cycles of any of the following systems: Growth and decay Food webs Weather Water
Analyze/classify **matter according to type.**	Identify types of matter (solids, liquids, gases). Which types are predominantly used in your area of industry?
Explain **the concepts of work and power.**	Identify machines used in industry. Identify how energy levels change when work or power is increased/decreased. Identify fuel sources used in your industry. Discuss internal and external combustion. Create a model demonstrating the uses of levers and pulleys.

Be familiar **with concepts of motion.**	Measure acceleration and deceleration Understand the relationship between speed and velocity by performing experiments. Recognize waves and vibrations as a type of motion. Understand action and reaction. Review laws pertaining to motion.
Understand **concepts related to force**.	Show the need for balance of forces acting on an object. Observe centrifugal and centripetal forces in action. Show how friction is created and must be accounted for in using and preserving equipment. Create a chart showing types of lubricants needed in a factory and schedule of maintenance. Understand, at a level of complexity appropriate to your industry and to students' ability levels, basic principles of inertia. Show the relationship between pressure, mass, and weight.
Understand and *apply* **principles relating to the atom.**	Understand that atoms have a positive, negative or neutral charge. (Classify protons, electrons, and neutrons.) Identify ions.
Investigate **forms of and changes in energy.**	Discuss how energy is measured. Observe changes in energy relationships. Identify catalysts and reactants. Identify sources of kinetic and potential energy in your industry.

Discuss, apply **principles of electricity and electric currents.**	Identify types of circuits and switches. Show the difference between direct and alternating currents. Give examples of the best/most efficient use of each. Determine how electricity is measured, and solve problems using these terms. (Example, use Ohm's law to calculate current, resistance, and voltage.) Identify good conductors and insulators, and how to choose them. Understand grounding and create a visual display of grounding safety practices. Include the threat of static electricity. Show the uses of a vacuum tube by building a model. Compare the following ways of generating electricity: Hydroelectricity Motors Solar Power Steam/nuclear Transformers Incandescent (Light) Show the implications for your industry. As appropriate to your industry, identify electrochemical energy sources (cells, electrodes, batteries) and the processes of oxidation and reduction.
Be familiar **with sound waves.**	Compare how sound waves travel between liquids, solids, and air. Examine different types (lengths) of sound waves. Examine decibels safe for human hearing. Identify safety precautions for industry regarding sound tolerance. Be able to use correctly the terms below as they relate to your industry. (For example, ask students to write a short essay explaining a demonstration from class and include the following terms):

	Amplification Audible range Frequency Acoustics Resonance Speed
Be familiar **with principles of heat.**	Differentiate between the 3 types of heat transfer (conduction, convection, radiation). Understand that substances expand and contract due to heating and cooling Identify purpose and types of insulations used. Differentiate between heat and temperature.
Investigate **and** *apply* **concepts relating to temperature.**	Use the temperature scales; convert between Celsius and Fahrenheit.
Explain **the concepts of magnetism.**	Understand that currents create magnetic fields. Identify materials that are good conductors, and the properties that make them such. Understand electromagnetic forces present in earth.
Investigate/apply **chemical properties.**	Differentiate between acids and bases. Find pH for substances used in industry. Identify substances used in your industry and classify them by type. Name the major drugs, fertilizers, or additives used in your industry. Define and state examples of chemical reactions. Be familiar with solutions used in your industry. Compare saturated and unsaturated solutions. Determine whether a solution is soluble or insoluble. Explain solute and solvent.
Investigate **forms of and changes in matter.**	Compare and contrast physical and chemical changes.

	Discuss the types of physical or chemical changes that take place in your industry, from processing raw materials to manufacturing.
Understand **and apply concepts relating to the elements.**	Examine the 4 elements that make up 99% of living organisms (Hydrogen (H), Oxygen (O), Nitrogen (N), and Carbon (C)). Element Groups: Alkali Metals Alkaline Earth Metals Transition Metals Other Metals Metalloids Non-Metals Halogens Noble Gases Rare Earth Elements
Be familiar **with principles of light.**	Discuss light as a form of energy. Describe types of lighting systems. Examine the light spectrum and note the relative smallness of visible light. Define reflection and refraction. Explain how light carries information (by lasers) and show examples of the impact on technology/industry. Identify types of lenses.
Be familiar **with principles of color.**	Diagram the main parts of the eye involved in seeing color (rods, cones). Use prisms to split light into the visible spectrum. Briefly explore color blindness. What precautions should colorblind persons take regarding workplace safety? Define situations in which colorblindness impacts a worker's ability to do his job.
LIFE SCIENCE	
Explain **the presence of cells as the identifier of all living organisms.**	Examine the cells of organic material used in your industry, using books, the internet, or a

	microscope. Recognize that cells divide or replicate to promote growth of an organism. Examine the parts of a cell. Compare the cell to a machine…how do the parts function and rely on each other? Give example of one-celled and multiple-celled organisms. Review the classification system of all organisms (Kingdom, Phylum, etc). Create a circle graph or pie chart (totaling 100%) showing the relationship (in numbers) between the groups of organisms: Bacteria Fungi Viruses Insects Plants Vertebrates Invertebrates Compare some of the cell processes (active and passive transport) to the processes in your industry.
Understand **the progress of evolution of organisms.**	Recognize how a species will adapt to better fit in its environment over time.
Explain **the role of genetics in human development.**	Understand, at a level of complexity appropriate to your industry and to students' ability levels, basic principles of heredity, including: • Half of an individual's genes are contributed by each parent • Traits that are inherited are either dominant or recessive from the parent(s) • Cell division by mitosis versus meiosis • Disabilities are caused either by genetic/inherited conditions (such as Down's Syndrome) or in accidents occurring after birth, such as brain damage due to a car accident or a stroke

Investigate/apply **principles of human development.**	Describe the life cycle of humans and other animals. Use the concept of human development to explain the need for understanding foundation skills in your area. (For example, children do not run before they walk.) Use this concept to explain other events that occur in a natural order in your industry.
Explore **additional concepts pertaining to humans and other animals.**	Give examples of ways organisms adapt to their environment. As relating to industry, review the concepts of: Aging Immune system Skin and Tissues Blood and hemoglobin Disease
Compare/contrast **the differences between sexual and asexual reproduction.**	Determine instances when understanding the concepts of sexual reproduction are important for your industry. Highlight the effects of unsafe working practices on unborn fetuses, or the dangers present for pregnant individuals working in industry.
Show **a general understanding of the importance of health.**	Explore the cost of lost wages and worker's compensation in the past year due to health problems. Research the most common health problems among workers (workers with safe jobs; workers with most hazards to health, etc)
Investigate **the food cycle.**	Identify food chains, food webs, food pyramids. Show how changes to the food cycle affect the environment and affect man. Name the food groups.
Understand **nutrition and the body's need for a diet that provides vitamins and minerals.**	Show an understanding of body systems (circulatory, nervous, digestive, etc) as they relate to industry.

	Identify deficient vitamins and minerals among a particular population (American workers, workers in specific environments, workers who do not go outdoors, or who always work outdoors) and the health risks associated with job types (office work, mining work, etc.)
Observe **health code/sanitation requirements.**	Research the development of health code and sanitation requirements, including OSHA. Compare/contrast workplaces of 1850, 1900, 1950, 2000 regarding health and safety. Discuss the most common workplace violations of health requirements and present in a graphic format (e.g., maps, charts). Discuss potential effects of ignoring health requirements. After identifying workplace hazards, create several plans to treat the problem. Debate the benefits of each. To avoid the threat of employers choosing ineffective means of ensuring safety on the job, locate MSDS sheets, first aid stations, personal protective equipment, worker's compensation claims offices/paperwork, etc. Using workplace materials*, locate the section on safety regulations. Ask students to rank order the items. Debate the importance of each. Determine the threat of ignoring regulations. Research which regulations are often disregarded. Explore proactive measures students can take to extend their health. Understand the importance of mental health in addition to physical health.
Investigate/apply **principles of anatomy and physiology.**	As relating to your industry, explore issues relating to anatomy and physiology. Skeletal system- study the bones of the arm, hand, and neck. Research carpal-tunnel syndrome. Fractures- identify the types of fractures and those

	most common to your line of work. Learn how to prevent falls.
Understand **basic principles of Ecology.**	Define ecology. Identify 5 major ways in which man interacts with the environment, especially as relating to your industry. Discuss the effectiveness of the media as compared to pro-science groups (such as Greenpeace) on the public's awareness of important environmental issues. Identify any areas of concern regarding waste/waste management in your industry. Show the difference between a niche, community, habitat, and ecosystem. Give examples of herbivores, carnivores, and omnivores. How does your industry use and serve each group? Understand predators' effects on food chains. Identify predators of industry. Explain the process of decomposition and decay. How does industry interfere with or interrupt these processes?
State **the differences between viruses and bacteria.**	Define viruses and bacteria. Explore viral and bacterial threats present in the workplace. How can they be prevented? How can they be treated? State the benefits of viruses and bacteria. Explain the recent increased resistance to drugs and antibiotics.
Understand **basic concepts relating to plants.**	Describe the interchange of oxygen and carbon dioxide between plants. Contrast to the way humans exchange oxygen and carbon dioxide. As relating to industry, review the concepts of: Fertilization Parts of plant, and functions of each

	Effects of temperature on plants Need for water and light Photosynthesis
EARTH SCIENCE	
Recognize **earth's position in the universe.**	As relating to your industry, identify relevant topics regarding Asteroids Comets Stars Galaxies Identify planets in the solar system. Compare and contrast earth to other planets. Create a model showing the relative size of earth within our solar system. Use mathematical relationships to make sure the scale is correct (earth is the size of ___ so the sun should be the size of ___). How do the phases of the moon and sun affect the hemispheres?
Investigate **history of the earth.**	Identify geological, chemical and other methods of determining the age of an object. Demonstrate that fossils and rocks are indicators of previous eras. As a class, create a timeline indicating the age of the earth. Include the various ages (Ice Age, etc) and the length of each. Make sure the timeline is drawn to scale. Assign each Age to a group and research the following: Weather Major events at beginning and end of age Organisms living during this time Factors that made the Age unique
Investigate **physical characteristics of the earth.**	Label/model the components of the earth. Understand, at a level of complexity appropriate to your industry and to students' ability levels,

	basic principles of gravity. Solve problems of longitude, latitude and time zones. Create a model of the ratio of land and water on earth.
Investigate **physical forces acting on the earth.**	Examine erosion and depletion of nonrenewable resources. Identify natural disasters such as hurricanes and earthquakes. Research the effects of a past disaster on a specific industry. Understand, at a level of complexity appropriate to your industry and to students' ability levels, basic principles of plate tectonics (the earth's surface is broken into large plates; movements of these plates over time causes earthquakes and other geologic activity).
Explain **the basic components of earth's rotation.**	Understand that the earth spins on its axis at an angle of 23 ½ degrees Identify the period of one complete rotation as a day; longer cycles of rotations identify the seasons. Discuss time zones.
Identify **the earth's atmosphere and its components.**	Identify the main elements in the earth's atmosphere (nitrogen and oxygen). Identify layers of the atmosphere, and the ozone layer. Explain concepts of air pressure.
Understand **basic principles of the solar system.**	Demonstrate how the sun strikes the earth at different angles depending on location.
Demonstrate **the relationship between climate and weather.**	Identify the factors that create weather. Show how landscape features are affected by changes in climate or weather. Identify the greenhouse effect. How does industry contribute to it?

	Describe the relationship between altitude and weather. Understand that changes in the weather may be seen as fronts that are put in motion by the jet stream. Identify types of precipitation. Differentiate between types of clouds. Understand the effect of winds, wind speeds, and impacts on vegetation.
Learn **and** *apply* **concepts relating to the oceans.**	Label the major oceans and seas. Determine the elements in ocean water (nearly all elements are present). Identify or draw the structural components of the ocean floor. Explain the relationship between the moon and the tides. Explore ways the ocean is used for power and business.
Investigate **principles of water.**	Identify the parts of the water cycle and the effects of the processes involved. Define water's chemical properties water is the universal solvent water has a neutral ph of 7 chemically, water is one atom of oxygen bound to two atoms of hydrogen) Measure salinity. Which industries rely heavily on water? Define water's physical properties water is the only natural substance that exists as solid, liquid, and gas water's surface has a high density water has a high tolerance for heat (heat index) water's weight water as a coolant

	specific gravity
Investigate **conservation of physical and natural resources.**	As relating to your industry, discuss or debate the issues of Allocation of resources Recovering resources Best/worst methods of using resources Compare/contrast renewable and nonrenewable resources. Note the important developments in your industry regarding mineral, soil, water, and wildlife conservation. Discuss alternative sources of energy as relating to your industry.
Investigate **issues regarding scientific technology.**	As relating to your industry, discuss the uses of technology. What are the newest developments? What effects does the technology have on our society? Political system? Discuss the role of economics on technology.
Apply **science principles/laws to environmental issues.**	Discuss how mankind alters the earth and environment through use of resources and technology, pollution.

Arkansas's All Aspects of Industry

Defining "All Aspects"

All aspects of an industry include, with respect to a particular industry that a student is preparing to enter, planning, management, finance, technical and production skills, underlying principles of technology, labor and community issues, health and safety, and environmental issues related to that industry. Planning is examined at the level of both an individual business and the overall industry. Planning elements might include:

- Developing strategic plans — mission, vision, goals, objectives, and/or a plan of action
- Working with planning tools such as surveys, market research, and competitive analysis
- Anticipating needs for staffing and major purchases of equipment and supplies
- Developing plans for training and upgrading of staff
- Forecasting market trends
- Developing business plans for entrepreneurial ventures.

Management addresses methods typically used to manage enterprises over time within the industry, as well as methods for expanding and diversifying workers' tasks and broadening worker involvement in decisions. Key elements of management might include:

- Using an organization chart to explain how a corporate chain of command works
- Providing input for strategic plans and communicating the company's vision and mission statements
- Leading employees in carrying out strategic plans and action plans
- Evaluating employee performance
- Anticipating technology and other major purchasing needs
- Ensuring equity and access for employees
- Resolving conflicts
- Developing job descriptions and written policies/procedures
- Identifying recruitment procedures, training opportunities, methods of evaluation, and retention strategies
- Working with professional associations and community outreach efforts.

Finance examines ongoing accounting and financial decisions and different methods for raising capital to start or expand enterprises. Finance functions might include:

- Developing budgets
- Preparing financial statements
- Analyzing and managing financial transactions and records
- Implementing payroll procedures
- Determining and paying taxes
- Identifying indirect wage costs (benefits, FICA, insurance, worker's compensation)
- Making loans and granting credit to customers
- Developing graphs and charts related to company finances
- Identifying and implementing methods of sustaining profitability of a business
- Managing 401K plans
- Identifying sources of capital

Technical and Production Skills cover specific production techniques and alternative methods for organizing the production work, including methods that diversify and rotate workers' jobs. Technical and production skills that an employee should have to succeed in a business or industry might include:

- Developing and upgrading job-specific skills
- Using troubleshooting and problem-solving techniques
- Analyzing information to make decisions
- Identifying and implementing quality assurance techniques
- Employing communication skills such as writing, listening, speaking, and reading
- Participating in team efforts
- Implementing projects and new techniques
- Demonstrating basic computer skills; employing time management techniques in completing projects and assigned tasks
- Demonstrating ethical behavior and work ethic.

Underlying Principles of Technology provide an integrated study across the curriculum of the mathematical, scientific, social, and economic principles that underlie the industry's technology. Principles of technology that an employee should know might be demonstrated by:

- Exhibiting proficiency in mathematical and scientific functions related to new and emerging technologies
- Continuously upgrading job skills needed to implement new technologies
- Participating in industry certification programs
- Cross-training to enhance one's value to the organization and to enhance job promotion opportunities
- Understanding and adhering to ethical issues related to technologies.

Labor Issues examine worker rights and responsibilities, labor unions and labor history, and methods for expanding workers' roles. Labor issues might include:

- Understanding and implementing worker rights and responsibilities
- Working with labor unions
- Keeping abreast of local, state, and federal legislation affecting employee and employer rights and responsibilities
- Negotiating and settling worker disputes
- Identifying certification requirements for specific jobs
- Analyzing the impact of labor agreements on business operations.

Community Issues explore the impact of the industry on the community and the community's impact on and involvement with the industry. Concepts of business and community relations might include:

- Developing and working with community outreach projects
- Participating on advisory committees and community organizations
- Working with professional associations
- Developing and implementing public relations plans
- Participating in community service projects.

Health, Safety, and Environmental Issues examine these concepts in relation to both the workers and the larger community. Concepts related to health, safety, and the environment might include:

- Identifying and implementing federal, state, and local regulations related to the health and safety of employees
- Understanding and strictly adhering to federal, state, and local environmental regulations related to the business
- Identifying job-specific health hazards and safety issues
- Identifying and implementing basic safety and first aid training techniques for emergencies such as personal illness or injury, tornadoes, fires, nuclear accidents, floods, and incidences of employee-rage or violent behavior
- Communicating safety regulations and plans to employees

Working with selected community groups to implement safety programs.